

Examining an Argument

Lesson Preparation

Daily Lesson 6	WRITING	
	TEKS	Ongoing TEKS
	E1.16A	E1.13A E1.15Ai-v
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Authors use techniques, form, and structure to influence the attitudes or actions of a specific audience. <p>— Why is it important to write in order to persuade an audience?</p>	
Vocabulary of Instruction	<ul style="list-style-type: none"> Argumentative essay Position Persuade Thesis statement 	
Materials	<ul style="list-style-type: none"> Writer's Notebook (1 per student) Reader's Notebook (1 per student) List of school or community topics that tend to be controversial Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: English I Unit 04 Reading Appetizer (1) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Create a list of topics that tend to be controversial within your campus or community. From this list, create sentences that prompt students to form opinions about the topic. Refer to: Teacher Resource: English I Unit 04 Reading Appetizer. Prepare accordingly. 	
Background Information	<p>Analytical essays and persuasive/argumentative essays differ in very subtle ways. Students should understand that both types of essays use facts, reason, and opinions.</p> <p>Persuasive/argumentative essays ask the reader to take action or form an opinion. They may also address the counter-point of the argument.</p> <p>Analytical essays explore topics and use facts, reasons and opinions to inform the reader.</p> <p>Thesis—a statement or premise supported by arguments</p>	
Teacher Notes	<p>During Daily Lessons 6-8, students will be using the steps in the writing process as it applies to persuasive writing. In Daily Lesson 9-10, students will write a persuasive/argumentative essay in a timed situation. You will need to select an additional campus or community issue for</p>	

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	<p>students to write about. Take this into consideration as you prepare the list of topics.</p> <p>Topics include, but are not limited to: school dress code, cafeteria food, open campus, use of cell phones or other electronic devices, and any issues specific to your community.</p>

Instructional Routines

WRITING

Daily Lesson 6	
Duration and Objective	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective:</u> Students establish a position about a particular topic and create thesis statements.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Reading Appetizer. 2. As a class, create a Venn diagram showing the differences between an analytical essay and a persuasive/argumentative essay. Students may refer to Unit 03 notes about Analytical Essays in the Writer's Notebook. 3. Inform students that the room is now divided by an imaginary line down the center, and instruct them to line up down the center of the room. 4. Designate which side of the imaginary line represents "agree" and which represents "disagree." Read/display sentences about controversial topics. Instruct students to move to the right of the center line if they agree with the statement being read. If they disagree with the statement being read, they should move to the left of the center line. Explain to students that the further left or right they move, the stronger their opinion on the topic. No one can stay in the center—students must declare an opinion. For example, if the teacher says, "Mandatory school uniforms would be beneficial for our school," students must first decide if they agree or disagree with that statement and then step to the corresponding side of the imaginary line in the center of the room. Then students must decide the degree to which they agree or disagree by moving closer to or farther from the imaginary line. After repeating this process for several topics, explain to students that, of course, they have differing opinions about different topics.
Learning Applications	<ol style="list-style-type: none"> 1. Assign each Collaborative Group one of the topics. They must come to consensus on their opinion about the topic and write a thesis statement for the argument. 2. Display thesis statements from each Collaborative Group around the classroom.
Closure	<ol style="list-style-type: none"> 1. Ask: What makes an effective thesis statement? Discuss thesis statements, evaluating effectiveness of each.